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ABSTRACT

This is the second update to the bibliography focusing on the linkages of business, industry, and education originally published in May 1987. Citations in this update focus on secondary and postsecondary level linkages. Many citations have a vocational education component. Citations include administrative material, journal articles, opinion papers, project descriptions, and research reports. Materials for inclusion in the bibliography were located through the Florida Educational Information Service (FEIS) search of the ERIC (Educational Resources Information Center) database on DIALOG. Each reference contains title, date, author or developer, annotation, format, and availability. (KC)

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ED310248

Business/Industry/Education Linkages

A Bibliography Update
November 1988

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Business/Industry/Education Linkages

A Bibliography Update
November 1988

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Tallahassee, Florida
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Introduction

This is the second update to the Business/Industry/ Education Linkages Bibliography of May 1987. Citations in this update focus on secondary- and postsecondary-level linkages. Many citations have a vocational education component.

Citations include administrative material, journal articles, opinion papers, project descriptions, and research reports.

Materials for inclusion in this bibliography update were located through Florida Educational Information Service (FEIS). FEIS conducted searches of computerized information retrieval systems (specifically the ERIC—Educational Resources Information Center—data base on DIALOG).

FEIS is sponsored by the Florida Division of Vocational, Adult, and Community Education and is located in the Center for Instructional Development and Services, Florida State University.

For additional search information, contact Florida Educational Information Service, the Center for Instructional Development and Services, 2003 Apalachee Parkway, Suite 301, Tallahassee, FL 32301-4829, (904) 487-2054.

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TITLE: **"Building Effective Business/Higher Education Partnerships for Economic Development."**

DATE: 87.

AUTHOR: Charner, Ivan; Gold, Gerard G.

JOURNAL: *Community Services Catalyst*; v17 n1 p20–23 Win 1987.

ANNOTATION: Identifies the characteristics of collaborative programs, focusing on community development, institutional development, and business development. Points to factors which determine the effectiveness of these programs; i.e., organizational mission, the level of leadership responsible for the project, and the depth of institutional involvement. (DMM).

TITLE: **"Business and Industry: The Educational Connection."**

DATE: 87.

AUTHOR: Tully, Susan S.

JOURNAL: *Community Services Catalyst*; v17 n4 p19–22 Fall 1987.

ANNOTATION: Reviews trends in the educational needs of business and industry, e.g., growing awareness of the impact of education; employer willingness to spend money on technical training, the growth of partnerships between business and college involving joint risks, investments, and management; and competition between colleges for the delivery of services. (DMM).

TITLE: ***Business-Industry Involvement in Vocational-Technical Education at the Local Level.***

DATE: 87.

ANNOTATION: A study examined the involvement of the private sector in vocational and technical education at the local level in Ohio. Particular attention was paid to the involvement of business and industry in the career-oriented programs of secondary schools and two-year community and technical colleges. The following forms of involvement were identified: advisory committees, cooperative education programs, customized training, school-business partnerships, and joint planning/coordinating councils. Two programs in each of the five categories were reviewed as exemplary cases. The following general factors or conditions were identified as contributing to the effectiveness of collaboration: a strong commitment from key participants to make collaboration work; identifiable benefits of collaboration for all parties; flexibility on the part of the involved individuals and agencies; responsiveness to the needs, expectations, and limitations of each party; common expectations about what the collaboration entails and its ultimate goals; established procedures for continuous and clear communication; recognition of the contributions of the other party and some form of reciprocity; and involvement of "good people" working under "good leadership." A series of recommendations directed toward policymakers and vocational education practitioners was also developed. (Author/MN).

FORMAT: Research Report, 37p.

NOTE: Report on a study by Richard and Karen Dawson, commissioned by the Ohio State Council on Vocational Education.

AVAILABILITY: For a microfiche copy of this document order ED286076 from FEIS.

TITLE: **"Career Guidance Articulation: The District of Columbia Model."**

DATE: 87.

AUTHOR: Jenkins, Dorothy E.

JOURNAL: *Vocational Education Journal*; v62 n6 p42–43 Sep 1987.

ANNOTATION: The author presents the District of Columbia's model for career guidance featuring school/industry partnerships. For students, the model provides (1) positive role models, (2) training from professionals, (3) a broad experiential background, (4) an additional support base, and (5) necessary skills. Schools and businesses also benefit. (CH).

TITLE: **"A Case for Collaboratives: Turning Around the Bronx Public Schools."**

DATE: 87.

AUTHOR: Franse, Stephen; Siegel, Adrienne.

JOURNAL: *Urban Review*; v19 n2 p129–35 1987.

ANNOTATION: Collaborative educational programs, which are succeeding in the Bronx, are described. The results have been achieved as corporations, universities, cultural institutions, and health-care facilities have shared their resources with the students. The dropout rate has dropped and the students' aspirations have increased as the schools have begun to offer career preparation. (VM).

TITLE: ***Cleveland Initiative for Education Program.***

DATE: 87.

DEVELOPER: Cleveland Public Schools; Greater Cleveland Roundtable; OH.

ANNOTATION: The Cleveland Initiative for Education (CIE) is a plan designed by the Greater Cleveland (Ohio) Roundtable, the city's key assembly of civic and corporate leaders, and the Cleveland Public Schools. Its goal is to improve the quality of education, increase the number of high school graduates, and improve graduates' postsecondary opportunities through interlocking, systemwide programs. These papers, consisting of a fact sheet, questions and answers, a prologue, and executive summary, describe the background of the CIE, its programs, and its support services network. The Scholarship-in-Escrow and School-to-Work Transition programs are described in detail. The Scholarship-in-Escrow Program is intended to encourage Cleveland public school students to consider postsecondary education. The program combines financial incentives, based on grades in prescribed academic subjects, with a comprehensive array of support services, both internal and external to the school district. The School-to-Work Transition Program is a partnership between the Cleveland Public Schools and the business community, designed to ease students' transition from school to the world of work, to focus the various employment programs that currently exist for students, and to meet the needs of businesses. (PS).

FORMAT: Project Description, 15p.

AVAILABILITY: For a microfiche copy of this document order ED287918 from FEIS.

TITLE: ***Community Colleges and JTPA: Issues and Programs.***

DATE: 87.

AUTHOR: Yglesias, Kenneth D., Ed.

ANNOTATION: This collection of papers describes the role of the public community college in contracting with local Private Industry Councils (PIC) through the Job Training Partnership Act (JTPA). Some papers examine training programs and special assessment and intake projects funded by the JTPA, while others discuss vocational assessment procedures that are part of most programs and offer insight into the con-

cerns of special populations. The collection includes: (1) "JTPA and the Community College: The Development of a New Training Relationship," by Armando R. Ruiz, Jess Carreon, and Harry Smith; (2) "Three California Community Colleges and Job Training Partnership Act Projects," by William M. Vega and Kenneth D. Yglesias; (3) "Performance Contracting: As Much Art as Science," by Linda M. Thor; (4) "Serving LEP (Limited English Proficient) Participants in JTPA Programs," by Nick Kremer; (5) "Job Training Partnership Act: A Hispanic Perspective," by Richard Wilkes; (6) "Client Assessment: JTPA Programs and the Training Match," by Kenneth D. Yglesias; and (7) "Assessment," by Patricia Rickard and Richard Stiles. (UCM).

FORMAT: Position Paper, 51p.

AVAILABILITY: For a microfiche copy of this document order ED289542 from FEIS.

TITLE: ***Community Options for Transitional Employment.***

DATE: 87.

AUTHOR: Arterburn, Daniel; And Others.

ANNOTATION: A community-based (Conejo Valley, California) vocational program was designed to give handicapped junior and senior high school students a variety of real-world experiences in the natural setting. Advantages of the community-based approach include immediate transfer of learning, opportunities for generalization, provision of role models by other employees, and realistic work behavior requirements. Students are paid by the corporate employer and receive work experience credit. Student interns are requisitioned by company departments and the school system contacts special education staff and parents. Unique elements of the program include job coaches provided by the company, group structure providing students with a support group, presence of the school district instructor on the job site to provide instruction occurring on the job site, and the wage stipend provided by the employer. Participation by the corporation since 1985 has demonstrated that none of the original concerns (such as the amount of training necessary) were warranted. Among suggestions for implementation of such a program are the building of personal relationships with business and industry, surveying the needs of the local labor market, using job coaches or mentors, and presentation to corporate personnel by school district personnel of a workshop on handicap awareness. (DB)

FORMAT: Conference Paper; Project Description; 14p.

AVAILABILITY: For a microfiche copy of this document order ED290249 from FEIS.

TITLE: ***Cooperative Second Career Programs. Quality Teachers for Vocational and Technical Colleges and Universities.***

DATE: 87.

AUTHOR: Knight, Carlton W., II.

ANNOTATION: Vocational and technical schools can capitalize upon cooperative faculty source programs. These institutions should also take the initiative and propose modified second career cooperative arrangements with companies in their own geographic regions. A few major corporations now have unique programs that provide financial incentives for potential retirees to begin second careers in teaching. A study was undertaken to identify new and unique programs directly involving personnel. Forty-four major corporations including 28 top Fortune 100 were surveyed. A selected sample of large corporations having acknowledged postsecondary cooperative programs was identified. The data was obtained from among those corporations most likely to have (1) the financial resources; (2) the acknowledged support for postsecondary institutions; and (3) the personnel resources to conduct new ventures of this type. This study focused upon providing full-time faculty arrangements. Three types of full-time source programs are discussed: (1) reemployment assistance efforts (qualified surplus personnel are placed in vocational and technical schools); (2) faculty leaves (employees spend one year teaching in a postsecondary institution); and (3) second career programs (retirees assume a second career in academia). Implications of the study include: (1) through greater awareness, vocational and technical institutions may be able to capitalize upon various cooperative faculty source programs; (2) the current generation of potential second career participants have had outstanding success in their job settings; (3) consideration must also be given to the difference in occupational and organizational climates; and (4) the second career programs appear to offer considerable potential. (CB).

FORMAT: Conference Paper; Project Description; 7p.

AVAILABILITY: For a microfiche copy of this document order ED287810 from FEIS.

TITLE: ***Customized Training Marketing Plan.***

DATE: 86.

AUTHOR: Lay, Ted.

ANNOTATION: This report outlines Oregon's Lane Community College's (LCC) plan for marketing its customized training program for business, community organizations, public agencies, and their employees. Following a mission statement for the customized training program, brief analyses are provided of the economic environment; of competition from educational institutions, private consultants, training companies, professional associations, in-house training departments, and nonprofit tax-exempt organizations; and of college image. The next sections describe the "product" to be marketed (i.e., LCC and its facilities and programs); the "customer" (i.e., a variety of businesses and public organizations); the "target market" (i.e., new, existing and expanding small businesses, professional and service organizations, and the public sector); and the goals and objectives of the program. Next, marketing strategies and activities are proposed for each program objective: (1) accelerate contracting organizations with business and other organizations; (2) present a coordinated, positive image to both private and public sectors; (3) promote to the entire college the importance of presenting a coordinated, professional image; (4) respond to all requests for service quickly; (5) assume an assertive stance in pursuing accounts and providing customer service; (6) adapt to new market segments; and (7) provide short-term training programs responsive to changes in technology, employer needs, and business opportunities. Materials from a booklet on the services of LCC's Training and Development Department are appended. (EJV).

FORMAT: Project Description, 34p.

AVAILABILITY: For a microfiche copy of this document order ED289556 from FEIS.

TITLE: ***The Development Triangle: Community College Assistance for Economic Growth.*** **Education-Economic Development Series 6.**

DATE: 86.

AUTHOR: McNett, Ian.

ANNOTATION: Designed for public policymakers and their counterparts in business and education, this monograph focuses on the role of community colleges in the

economic development process. This study shows that two-year community, junior, and technical colleges can play a greater active role in this process than ever before. Section 1 argues that economic development requires the time, resources, and efforts of private-sector businesses and financiers, public and private economic development agencies and groups, and colleges and professional associations. This section also looks at the economic development capabilities of two-year colleges. After recommending that community colleges be made early and active partners in the strategic planning process, Section 2 considers the community college's role in developing, marketing, and implementing an economic development plan. Section 3 offers examples of two-year colleges providing "one-stop assistance" for business through, for example, entrepreneurship and technical training, business assistance centers, small business centers, other small business help, foreign trade, and contract procurement. Section 4 briefly describes ways in which two-year colleges can help business and industry to incorporate new technologies into their operations through training, applied research, education, and demonstrations. Section 5 discusses the role of two-year colleges in occupational skills training, pointing to North and South Carolina's examples of statewide industrial training efforts; innovative funding approaches used in other states; and the role of the Job Training Partnership Act. Sections 2 through 5 conclude with recommendations for development agencies, college administrators, and business leaders. Finally, Section 6 outlines the benefits for all participants in the economic development process. (UCM).

FORMAT: Project Description, 41p.

AVAILABILITY: For a microfiche copy of this document order ED289528 from FEIS.

TITLE: ***The Escambia County School District JTPA Vocational Program: How the Escambia County School District and the Private Industry Council of SDA #1 Are Working Together to Prevent High School Dropouts, Boost Economic Development, and Put People Back to Work. (Computer Assisted Instruction).***

DATE: 87.

DEVELOPER: Escambia County Board of Public Instruction, Pensacola, FL.

ANNOTATION: In March 1985, the Escambia County School District in Florida entered a public-private partnership with more than 500 employers through the Private Industry Council and began a series of Job Training Partnership Act (JTPA) programs to meet the employment and training needs of disadvantaged youth and adults living in the local community. The programs provide a continuum of remedial education, job training, and employment services that has achieved the following results: 291 disadvantaged youth achieved a half-grade-level gain in their academic functioning after only 3 months of remedial instruction in a computer-assisted instructional program; 993 non-JTPA students were also able to benefit from the program during fiscal 1987; 8 recipients of Aid to Families with Dependent Children completed teachers' aide training and found employment in the Escambia County School District; 348 youth and adults were recruited and referred to occupational skills training at the George Stone Area Vocational Technical Center; and 53 handicapped students received training in the construction trades. The JTPA employment component of the continuum has helped 511 special-needs youth find employment through several different placement programs. This project report includes an operating procedures guide (covering start-up, laboratory set-up, student management, proctor activities, and laboratory behaviors); information sheets for students and teachers; project forms; and training materials for students, teachers, and proctors. (MN).

FORMAT: Project Description, 81p.

AVAILABILITY: For a microfiche copy of this document order ED290055 from FEIS.

TITLE: ***The Fourth R: Workforce Readiness. A Guide to Business-Education Partnerships.***

DATE: 87.

DEVELOPER: National Alliance of Business, Washington, DC.

ANNOTATION: This guide is intended to explain the types of partnerships that business can form with education to prepare students to enter and make a successful adjustment to the demands of the workplace. The first chapter discusses the consequences for business of an ill-prepared work force and examines the issues of the quantity and quality of workers, with special attention to the problems posed by the dwindling entry-level work force and the increasing mismatch between workplace needs and worker skills. The return on business investment in education (including development of a literate and better-trained work force, a better business climate in the community, and a better national competitive edge in the global marketplace) is examined next. The third chapter, which is a case study in the development of a business-education partnership, outlines the history, outcomes, and lessons learned from the Boston Compact (a school-business partnership that was formed to improve attendance, reduce the dropout rate, improve performance levels, and increase college and job placement rates among students enrolled in Boston's public schools). Multilevel partnerships, as well as partnerships in policy, systemic educational improvement, management, teacher training and development, the classroom, and special services are explained. Assessing community needs and building a school-business partnership are the focus of the final chapter. Appendixes include selected partnership profiles, an index of programs referred to, and selected references and lists of associations and organizations. (MN).

FORMAT: Administrative Material, 61p.

AVAILABILITY: For a microfiche copy of this document order ED289045 from FEIS.

TITLE: ***Let ABE Do It.*** **Basic Education in the Workplace.**

DATE: 87.

AUTHOR: Mark, Jorie Lester, Ed.

ANNOTATION: This publication highlights business, industry, union, and Job Training Partnership Act-supported efforts to provide public and private employees, as well as some prospective employees, with the basic literacy skills they need to perform in the workplace. Basic or remedial education users listed in this directory include 198 companies or plants; 17 unions; 6 United Auto Workers/General Motors and 4 United Auto Workers/Ford collaboratives; 51 public or nonprofit employers; 23 hospitals, health services, and convalescent or nursing homes; 7 colleges or universities; and 144 public job-assistance programs. All of the programs described in this booklet have been submitted by 29 state directors of adult education. They are all Adult Basic Education (ABE) or Adult Secondary Education (ASE) and/or General Educational Development (GED) programs run by public education systems. Programs are listed by state. Information given for each program includes title, provider, address, contact person, telephone number, and description of program. (KC).

FORMAT: Directory, 107p.

AVAILABILITY: For a microfiche copy of this document order ED288080 from FEIS.

TITLE: ***Linking with Employers: Options.* Expanding Educational Services for Adults.**

DATE: 87.

AUTHOR: Kalamas, David J.; Warmbrod, Catharine A.

ANNOTATION: This guide is intended to help two-year colleges create viable linkages with business, industry, and labor and design and offer training programs for and in cooperation with business and labor. The first part covers the following aspects of linkages: business and industry perspectives on linkages and cooperative programming, organized labor perspectives (organized labor and America's productivity, organized labor education and training, tuition aid programs as negotiated benefits for worker's education, the role of community colleges in labor education, and training programs); and two-year colleges and economic development (economic development, investment in human resources, perspectives from five leaders concerned with economic development, practical advice for community colleges, suggested economic development activities, and needs assessment for economic development). The second part examines becoming an effective linker (skills and correct attitudes for linkers, self-assessment and self-development strategies); developing a linkage plan; and establishing linkages (administrative support, promotional materials, and linkage dos and don'ts). The third part presents guidelines and strategies for providing customized training, apprenticeship programs, and cooperative education and for dealing with barriers to linkages with business and industry and with organized labor. (MN).

FORMAT: Teaching Guide, 239p.

AVAILABILITY: For a microfiche copy of this document order ED288987 from FEIS.

TITLE: ***Meeting the Imperatives of the 21st Century: Business-Education Alliances in the United States.***

DATE: 87.

AUTHOR: Bonstingl, John Jay.

ANNOTATION: This document describes the philosophical underpinnings for restructuring education and reforming education personnel training through partnerships with the private sector. Examples of successful business-education partnerships are presented to illustrate how both areas can benefit from such partnerships. It is argued that the preparation of teachers and other school personnel must reflect the imperatives of the future, and business-education alliances must be undertaken to provide a wide range of supports that are not available to education systems working in isolation. (CB).

FORMAT: Conference Paper; Project Description, 16p.

AVAILABILITY: For a microfiche copy of this document order ED287809 from FEIS.

TITLE: **"Performance Contracting: Successfully Managing the Risk."**

DATE: 87.

AUTHOR: Thor, Linda M.

JOURNAL: *New Directions for Community Colleges;* v15 n4 p23-32 Win 1987.

ANNOTATION: Details strategies used by community colleges to successfully manage the financial risk inherent in performance contracting. Compares the results of training under the Job Training Partnership Act and California's Employment Training Panel from the perspective of a college administrator. (AYC).

TITLE: **"Preparing Students for Technology: The Atlanta Experiment."**

DATE: 87.

AUTHOR: Crim, Alonzo A.; Odom, Boyd D.

JOURNAL: *Curriculum Review;* v26 n4 p21-23 Mar-Apr 1987.

ANNOTATION: Describes a program involving four technology-oriented magnet high schools in Atlanta, Georgia, called Technology Quadrangle. Supported by private businesses and area universities, the program is based on the research consortium concept. Business involvement in curriculum design and internship opportunities and the program's educational advantages are discussed. (LRW).

TITLE: ***The Role of the Private Sector in the Development and Implementation of the Work-oriented Curriculum: A Description of the Role of the Private Sector in Curriculum Planning and Implementation in the District of Columbia Public Schools.***

DATE: 87.

AUTHOR: Carlson, Robert A.; And Others.

ANNOTATION: This paper describes the programs initiated by the District of Columbia Public Schools with the private sector to provide experiences related to the world of work for students. The majority of programs involve grants from private organizations and the utilization of personnel from both the school system and the private sector in the development of curricula related to entry-level jobs. Major funding for these programs come from a variety of sources, including large corporation grants and technical assistance and foundation grants. A brief description is provided of the purposes and areas of concentration (high school career programs, educational technology, staff development, the arts, and general support) of the programs, grants, and assistance. (CB).

FORMAT: Conference Paper; Project Description, 18p.

AVAILABILITY: For a microfiche copy of this document order ED288810 from FEIS.

TITLE: **"Sources and Information: Reaching Employer and Student Markets."**

DATE: 87.

AUTHOR: Colby, Anita Y.; Hardy, Mary P.

JOURNAL: *New Directions for Community Colleges;* v15 n4 p87-103 Win 1987.

ANNOTATION: Offers an annotated bibliography of ERIC materials on ways in which two-year colleges have assessed the educational needs and interests of their service areas, descriptions of community college programs for local employers, and descriptions of and guidelines for the marketing efforts of community colleges and proprietary schools. (AYC).

TITLE: ***A Study of Occupational Opportunities for Chicago's Youth. Interim Progress Report.***

DATE: 87.

AUTHOR: Bertsche, Louise A.; And Others.

DEVELOPER: Illinois State Board of Education, Springfield. Dept. of Adult, Vocational, and Technical Education.

ANNOTATION: A study examined local labor market trends in Chicago (illinois) for the purpose of developing the informational framework necessary to support the efforts of the Chicago Education Summit in forging a quid

pro quo agreement between Chicago's business community and high schools. According to the terms of the agreement, the schools would commit themselves to improving their instructional programs and making them more responsive to local labor market needs, and the business community would, in exchange, commit itself to increasing the numbers of local youth it hired. The study addressed the following key areas: identification of 20 high-growth occupations in Chicago that are appropriate targets for high school graduates and that offer good wages and career advancement opportunities, assessment of local supply and demand for these occupations, and development of a list of qualifications necessary to be hired and to perform successfully in each of these occupations. To collect this information, the National Alliance of Business surveyed local employers in spring 1987. On-site personal interviews were conducted with representatives of 149 companies in 27 industries (a 47 percent response rate). The survey data were used to develop estimates of the 1990 employment outlook for 11 occupations. Appendixes include resumes of individuals who participated in the education summit work groups, brief descriptions of some of the work group proposals, and media articles on efforts to improve secondary education in Chicago.

FORMAT: Research Report, 67p.

AVAILABILITY: For a microfiche copy of this document order ED287099 from FEIS.

TITLE: **"Throwing the Baby Out with the Bathwater: Changing Requirements for a Successful Business Education Program."**

DATE: 87.

AUTHOR: D'Amico, Joseph J.; Adelman, Sheryl P.

JOURNAL: *Urban Review*; v19 n2 p109–28 1987.

ANNOTATION: The Philadelphia Business Academy is a vocational work-study program based on a public education/private industry partnership. The program is undergoing modifications in response to new state requirements for school promotions. The moderations are detrimental to the unique features of this program and may affect its future success. (VM)

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